Smart Skies			
2005 Mathematics			
Core Curriculum			
New York Mathematics			
Grade 5			
Activity/Lesson	**State**	**Standards**	
Fly by Math	NY	MA.5.5.R.8	Use mathematics to show and understand social phenomena (e.g., construct tables to organize data showing book sales)
Fly by Math	NY	MA.5.5.G.12	Identify and plot points in the first quadrant
Fly by Math	NY	MA.5.5.G.13	Plot points to form basic geometric shapes (identify and classify)
Fly by Math	NY	MA.5.5.M.7	Calculate elapsed time in hours and minutes
Fly by Math	NY	MA.5.5.S.1	Collect and record data from a variety of sources (e.g., newspapers, magazines, polls, charts, and surveys)
Line Up with Math	NY	MA.5.5.G.12	Identify and plot points in the first quadrant
Line Up with Math	NY	MA.5.5.G.13	Plot points to form basic geometric shapes (identify and classify)
Line Up with Math	NY	MA.5.5.M.7	Calculate elapsed time in hours and minutes
Line Up with Math	NY	MA.5.5.M.11	Justify the reasonableness of estimates
Smart Skies			
2005 Mathematics			
Core Curriculum			
New York Mathematics			
Grade 6			
Activity/Lesson	**State**	**Standards**	
Fly by Math	NY	MA.6.6.R.8	Use mathematics to show and understand social phenomena (e.g., construct tables to organize data showing book sales)
Fly by Math	NY	MA.6.6.G.10	Identify and plot points in all four quadrants
Fly by Math	NY	MA.6.6.S.1	Develop the concept of sampling when collecting data from a population and decide the best method to collect data for a particular question
Fly by Math	NY	MA.6.6.S.4	Determine and justify the most appropriate graph to display a given set of data (pictograph, bar graph, line graph, histogram, or circle graph)
Fly by Math	NY	MA.6.6.S.7	Read and interpret graphs
Line Up with Math	NY	MA.6.6.N.14	Locate rational numbers on a number line (including positive and negative)
Line Up with Math	NY	MA.6.6.G.10	Identify and plot points in all four quadrants
Line Up with Math	NY	MA.6.6.M.8	Justify the reasonableness of estimates
Smart Skies			
2005 Mathematics			
Core Curriculum			
New York Mathematics			
Grade 7			
Activity/Lesson	**State**	**Standards**	

Fly by Math	NY	MA.7.7.PS.15	Choose methods for obtaining required information
Fly by Math	NY	MA.7.7.S.1	Identify and collect data using a variety of methods
Fly by Math	NY	MA.7.7.S.6	Read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graph)
Line Up with Math	NY	MA.7.7.N.3	Place rational and irrational numbers (approximations) on a number line and justify the placement of the numbers
Line Up with Math	NY	MA.7.7.M.1	Calculate distance using a map scale
Line Up with Math	NY	MA.7.7.M.13	Justify the reasonableness of the mass of an object
Smart Skies			
2005 Mathematics			
Core Curriculum			
New York Mathematics			
Grade 8			
Activity/Lesson	**State**	**Standards**	
Fly by Math	NY	MA.8.8.G.6	Calculate the missing angle measurements when given two intersecting lines and an angle
Line Up with Math	NY	MA.8.8.G.6	Calculate the missing angle measurements when given two intersecting lines and an angle
Smart Skies			
2005 Mathematics			
Core Curriculum			
New York Mathematics			
Grades 9-12 (Algebra)			
Activity/Lesson	**State**	**Standards**	
Fly by Math	NY	MA.9-12.A.S.3	Determine when collected data or display of data may be biased
Fly by Math	NY	MA.9-12.A.S.9	Analyze and interpret a frequency distribution table or histogram, a cumulative frequency distribution table or histogram, or a box-and-whisker plot
Smart Skies			
2005 Mathematics			
Core Curriculum			
New York Mathematics			
Grades 9-12 (Geometry)			
Activity/Lesson	**State**	**Standards**	
Fly by Math	NY	MA.9-12.G.CM.12	Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing
Fly by Math	NY	MA.9-12.G.G.1	Know and apply that if a line is perpendicular to each of two intersecting lines at their point of intersection, then the line is perpendicular to the plane determined by them

Fly by Math	NY	MA.9-12.G.G.2	Know and apply that through a given point there passes one and only one plane perpendicular to a given line
Fly by Math	NY	MA.9-12.G.G.6	Know and apply that if a line is perpendicular to a plane, then any line perpendicular to the given line at its point of intersection with the given plane is in the given plane
Fly by Math	NY	MA.9-12.G.G.8	Know and apply that if a plane intersects two parallel planes, then the intersection is two parallel lines
Fly by Math	NY	MA.9-12.G.G.35	Determine if two lines cut by a transversal are parallel, based on the measure of given pairs of angles formed by the transversal and the lines
Fly by Math	NY	MA.9-12.G.G.46	Investigate, justify, and apply theorems about proportional relationships among the segments of the sides of the triangle, given one or more lines parallel to one side of a triangle and intersecting the other two sides of the triangle
Fly by Math	NY	MA.9-12.G.G.51.a	Investigate, justify, and apply theorems about the arcs determined by the rays of angles formed by two lines intersecting a circle when the vertex is inside the circle (two chords)
Fly by Math	NY	MA.9-12.G.G.51.b	Investigate, justify, and apply theorems regarding segments intersected by a circle on the circle (tangent and chord)
Fly by Math	NY	MA.9-12.G.G.51.c	Investigate, justify, and apply theorems regarding segments intersected by a circle outside the circle (two tangents, two secants, or tangent and secant)
Fly by Math	NY	MA.9-12.G.G.53.d	Investigate, justify, and apply theorems regarding segments intersected by a circle along two intersecting chords of a given circle
Line Up with Math	NY	MA.9-12.G.G.1	Know and apply that if a line is perpendicular to each of two intersecting lines at their point of intersection, then the line is perpendicular to the plane determined by them
Line Up with Math	NY	MA.9-12.G.G.2	Know and apply that through a given point there passes one and only one plane perpendicular to a given line
Line Up with Math	NY	MA.9-12.G.G.6	Know and apply that if a line is perpendicular to a plane, then any line perpendicular to the given line at its point of intersection with the given plane is in the given plane
Line Up with Math	NY	MA.9-12.G.G.8	Know and apply that if a plane intersects two parallel planes, then the intersection is two parallel lines
Line Up with Math	NY	MA.9-12.G.G.35	Determine if two lines cut by a transversal are parallel, based on the measure of given pairs of angles formed by the transversal and the lines

Line Up with Math	NY	MA.9-12.G.G.46	Investigate, justify, and apply theorems about proportional relationships among the segments of the sides of the triangle, given one or more lines parallel to one side of a triangle and intersecting the other two sides of the triangle
Line Up with Math	NY	MA.9-12.G.G.49.b	Investigate, justify, and apply theorems regarding chords of a circle the relative lengths of chords as compared to their distance from the center of the circle
Line Up with Math	NY	MA.9-12.G.G.51.a	Investigate, justify, and apply theorems about the arcs determined by the rays of angles formed by two lines intersecting a circle when the vertex is inside the circle (two chords)
Line Up with Math	NY	MA.9-12.G.G.51.b	Investigate, justify, and apply theorems about the arcs determined by the rays of angles formed by two lines intersecting a circle when the vertex is on the circle (tangent and chord)
Line Up with Math	NY	MA.9-12.G.G.51.c	Investigate, justify, and apply theorems regarding segments intersected by a circle outside the circle (two tangents, two secants, or tangent and secant)
Line Up with Math	NY	MA.9-12.G.G.53.d	Investigate, justify, and apply theorems regarding segments intersected by a circle along two intersecting chords of a given circle